



## Art

### People in Action

We will be developing our appreciation of naïve art by studying works from LS Lowry.

The children will be developing their use of different media (pencil and oil pastels), line, shape and tonal qualities to explore and create perspective.

They will use the techniques used by the artists to create their own work of an urban landscape.

## Design Technology

### Frame Structure

We will be improving our cutting measuring and joining skills within this topic.

Throughout this topic children will also be develop their group work, designing and evaluating skills.

## Geography

We will link our Geography learning with our History, looking at the geography of

### The Americas (central and south)

We will focus our learning on their key physical and human characteristics including countries and major cities, compare Leamington Spa to Rio de Janeiro and use the Rio Olympics (2016) as a case study.

## History

Our topic in History this term will be:

### The Maya Civilisation

Through this topic, the children will develop their skills making deductions about life in the past. They will use artefacts to infer how people lived and what influenced and impacted on their way of life.

We will learn about the Maya's ability to read the stars and measure time through their calendar (this will link to our Science topic—Earth, Sun and Moon), understand where they lived (linked to our Geography learning) and delve into the myths and religion of the Maya civilisation.

## RE

### Who is Jesus?

This is a Belonging & Believing enquiry unit where we delve into the questions:

- Who was Jesus?
- Why didn't everybody like Jesus?
- Why does Jesus ask the question 'who do you say I am?'
- Why was the resurrection so important for Jesus' followers?
- Who do those with Christian worldviews say Jesus is?
- Where do ideas about Jesus come from?
- How would Jesus describe himself today?
- Is Jesus important to everyone?

## PSHE

Children will identify and understand their rights and different kinds of responsibilities.

They will discuss their feelings and emotions relating to different experiences and then identify and create a list of their support networks, recognising the needs of others.

The children also have the opportunity to voice any concerns or worries they have through the use of the "Worry Monster" where they can place their worry (anonymously if they wish).

We will then share the "Worry Monster's" worries and discuss as a whole class

## Computing

### Online Safety

Children will be recapping what they know about online safety. We shall also discuss how the use of technology can effect our health.

### Systems

We will introduce the concept of a system. Children will begin to understand that components can work together to perform a task.

We will also explore how digital systems can work and learn about physical and electronic connections.

### Vector drawing

Children will start to create vector drawings, learning to use different drawing tools to help them create images. They will recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object.

## Music

### Introduction to Song Writing

- Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook.
- Create fragments of songs that can be developed into fully-fledged songs.
- Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor.
- Understand techniques for creating a song and develop a greater understanding of the song writing process.

### What Shall We Do With the Drunken Sailor?

- Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.
- Keep the beat playing a 'cup' game.
- Sing a sea shanty expressively, with accurate pitch and a strong beat.
- Sing in unison while playing an instrumental beat (untuned).
- Play bass notes, chords, or rhythms to accompany singing.
- Talk about the purpose of sea shanties and describe some of the features using music vocabulary.

## PE

### Outdoor Adventurous Activities

- To select appropriate equipment for OAA activities.
- To identify risks and how to manage them.
- To embrace leadership and team roles and gain the commitment and respect of a team.
- To empathise with others and offer support without being asked.
- To remain positive in challenging circumstances.
- To use a range of devices to aid orienteering.

### Dance—based upon Narnia

- To compose, create and perform an imaginative and creative dance sequence.
- To perform expressively and hold a precise strong body structure.
- To perform moves that combine strength and stamina

## Science

### Earth, Sun and Moon

- Children will learn about the shape and relative sizes of the Sun, Moon and Earth.
- Use the Earth's rotation to describe night and day and describe the movement of the Moon relative to the Earth.
- Children will also identify what we mean by a star and through self-study identify, explore and explain the features of planets in our solar system.

### Forces

- Identify, understand and explain gravity, buoyancy, air resistance, friction and water resistance.
- Further develop knowledge of how forces can slow or stop objects moving.
- Plan scientific enquires and fair tests, make predictions, take measurements, record data, report and present findings.

## Spanish

Children will build on the Spanish vocabulary they learnt last year, including introducing themselves, classroom instructions, numbers up to 20, days of the week and months of the year.

## Spelling

With your welcome email you will have received the Statutory word lists for Years 3-6. We will be teaching the children these spellings throughout the year (along with other spelling patterns) and they will have regular spelling tests.

### Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

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### Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

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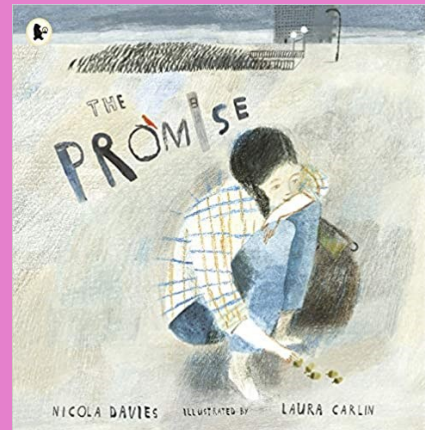
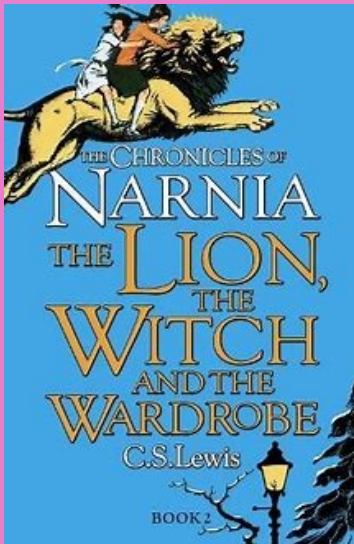
## Literacy and Maths



Don't forget to use your access to Mathletics, the PiXL times tables and vocabulary apps and Times Tables Rock Stars.

If you have forgotten your log-ins, just let us know.

## Class Texts This Term



If you have any questions—please do not hesitate to get in touch with one of the Year 5 team or email your child's class teacher.

[archer.a@welearn365.com](mailto:archer.a@welearn365.com)

[hughes.m3@welearn365.com](mailto:hughes.m3@welearn365.com)

[wales.c1@welearn365.com](mailto:wales.c1@welearn365.com)

[clarke.3c@welearn365.com](mailto:clarke.3c@welearn365.com)



If you have not already done so, please can you download and install the **parentapps** from the App Store or Play Store.

We will respond to emails as soon as is conveniently possible during school working hours.